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**101144803 — OPEN MINDS**

## **D2.4 – QUESTIONNAIRES FOR TEACHERS**



**OPEN MINDS**

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## I. INTRODUCTION

The present survey is part of the project 101144803- OPEN MINDS funded by the European Union through Citizens, Equality, Rights and Values Programme (CERV), implemented under Work Package 2: Development of Best Practices Research Report and Development of Educational modules for teachers and school pupils. This report identifies the analysis of questionnaires for teachers in Bulgaria, Croatia, Greece and Italy who teach pupils aged 10-14 years (primary and secondary level in most of the countries). A total number of 115 teachers participated to the survey and answered the questionnaire.

The report focuses on the teachers' awareness and competences regarding issues like discrimination, racism, xenophobia and other forms of intolerance, including antigypsyism, anti-Black racism, antisemitism and anti-Muslim hatred. It also seeks to explore any further training needs of the teachers and resources regarding issues such as access to information for the above mentioned terms, the EU legislation and relevant policies, need to incorporate the teaching on the above mentioned terms into their class context etc.

The results of these questionnaires along with the analysis of the questionnaires for pupils will constitute the basis for the elaboration of the educational material for both groups under T2.2 Educational modules development addressed to teachers and pupils Bulgaria, Croatia, Greece & Italy.

## II. QUESTIONNAIRE FOR TEACHERS

Below, you can find the questionnaire filled in by the teachers:

### QUESTIONNAIRE FOR TEACHERS

1. Gender:  
Male  
Female  
Other
  
2. Age:  
25-30  
31-40  
41-50  
51-60  
61+

3. Years of Teaching Experience:

1-5

6-10

11-15

16-20

21-25

26-30

30+

4. How familiar are you with the concepts of:

TOPIC	SELECT 1-5 (1 being not familiar and 5 being very familiar)
Discrimination	1 2 3 4 5
Racism	1 2 3 4 5
Xenophobia	1 2 3 4 5
Intolerance	1 2 3 4 5
Antigypsyism	1 2 3 4 5
Anti-Black racism	1 2 3 4 5
Antisemitism	1 2 3 4 5
Anti-Muslim hatred	1 2 3 4 5

5. Have you received any formal and/or non-formal training related to teaching about these issues?

Yes

No

If yes, please specify the type and duration of training: .....

6. Have you ever been in a situation where your school pupils have been harshly insulting members of different cultures (religion, nationality, and race)?

Yes

No

7. Do you incorporate lessons or discussions about discrimination, racism, xenophobia, and intolerance into your curriculum?

Frequently - not less than once per month

Occasionally - not less than once per quarter

Rarely - not less than once per year

Never

8. If yes, which subjects or topics do you integrate these discussions into your curriculum? (multiple choice)

Discrimination

Racism

Xenophobia

Intolerance

Antigypsyism

Anti-Black racism

Antisemitism

Anti-Muslim hatred

9. What kind of activities do you use for teaching or informing pupils on these topics?

Through Classroom discussions

Assignments/projects

Storytelling

Other (please specify)

10. Have you observed any changes in student attitudes or behaviours as a result of your teaching=informing on these issues?

Yes

No

11. If yes, please describe.

12. How confident do you feel in addressing the following specific issues in your teaching:  
 (Rate each from 1 to 5, with 1 being "Not Confident at All" and 5 being "Very Confident")

TOPIC	SELECT 1-5 (1 being not confident and 5 being very confident)
Antigypsyism	1 2 3 4 5
Anti-Black racism	1 2 3 4 5
Antisemitism	1 2 3 4 5
Anti-Muslim hatred	1 2 3 4 5
Other forms of intolerance	1 2 3 4 5

13. Are there any specific challenges you face when addressing these issues in the classroom?

- Yes
- No

If yes, please specify.

14. What resources do you currently utilise to teach about discrimination, racism, xenophobia, and intolerance?

- Textbooks
- Online resources
- Guest speakers
- Documentaries/films
- Other (please specify)

15. Do you feel adequately supported by your national curriculum in teaching about these issues?

- Yes
- No

If not, what additional support would be helpful?

16. Are you aware or familiar with EU policies and legislation regarding:

TERM	YES	NO
Discrimination		
Racism		
Xenophobia		
Intolerance		
Antigypsyism		
Anti-Black racism		
Antisemitism		
Anti-Muslim hatred		

17. Are you interested in receiving further non-formal training related to teaching about these issues?

Yes

No

18. In what specific areas would you like to receive more training or support? (multiple choice)

Discrimination

Racism

Xenophobia

Intolerance

Antigypsyism

Anti-Black racism

Anti Semitism

Anti-Muslim hatred

19. Is there anything else you would like to share about your experiences, challenges, or suggestions regarding teaching about discrimination, racism, xenophobia, and intolerance?

.....  
*Thank you for taking the time to complete this questionnaire. Your feedback is valuable for improving awareness and competence in addressing these critical issues in education.*

### III. QUESTIONNAIRES ANALYSIS

#### BULGARIA

The study within the OPEN MINDS project on racism, discrimination and other forms of such manifestation was carried out in the period May-June 2024 with teachers and students. The surveys had the task to determine the extent to which students and teachers in Bulgaria are familiar with terms such as discrimination, racism, xenophobia, anti-black racism and other forms of intolerance in society, as well as the competence of teachers to teach about these topics.

Since the conducted surveys among children and teachers didn't seek an overall public opinion, but a built personal impression, the questions were aimed directly at obtaining information and placing a specific assessment on their basis.

26 teachers expressed their opinion on the questions.

The semantics of the questions directly affects the overall research process on the topic of discrimination, racism, xenophobia and other forms of intolerance.

Demographics:

For teachers:

- 26.9% of the respondents are male, and the rest, 73.1% of the respondents, are female.
- The teachers range in age from 25-30 to 51-60. The largest share with 38.5% is occupied by teachers aged 41-50, and the smallest share is occupied by teachers aged 25-30. Their percentage scores only 7.7%.

Teachers with 10 years of experience represent the highest percentage - 30.8%, the lowest rate is of those with 16-20 years of experience - 3.8%.

This demographics summary shows that the younger teachers' generation, which is closer to the age and perceptions of the students, represents a small percentage of the overall teachers' generation. This is an issue in Bulgaria, since it is getting harder to find teachers for primary and secondary school (aging teachers' generation). It would be more likely that the information younger teachers give to the students will be much easier to perceive. On the other hand, these teachers are also not so aware of the topics of discrimination, intolerance, anti-Semitism etc. This is evident from the questions aiming to understand the experience of teachers.

The two target groups were questioned about their opinions about whether they had heard about discrimination, racism, xenophobia, intolerance, anti-gypsyism, anti-black racism, anti-Semitism.

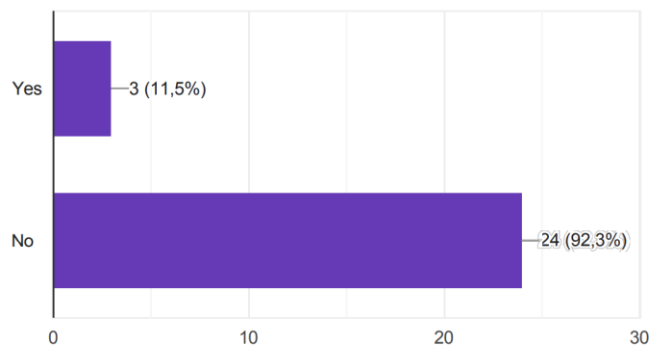
The results in Bulgaria indicate that most teachers' respondents are familiar with terms such as discrimination, racism and intolerance (respectively 58, 58 and 77%). A smaller proportion



were familiar with terms such as xenophobia (26%), anti-gypsyism (30%), anti-black racism (30%) and anti-Semitism (42%).

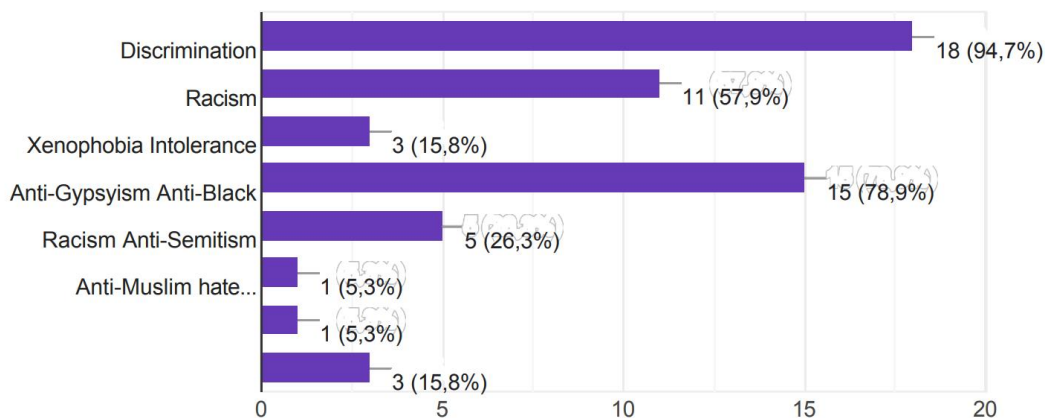
At the same time, the results show that the education system needs to implement training practices and methods to recognize and deal with manifestations such as discrimination, racism, xenophobia and other forms of intolerance in society. Asked about whether the teachers have received any training related to the above topics, 92,3 % of teachers answer they didn't.

26 replies



At the same time, when asked about whether they try to include information in their classes and about which of those topics, teachers in Bulgaria answer as follows:

19 replies



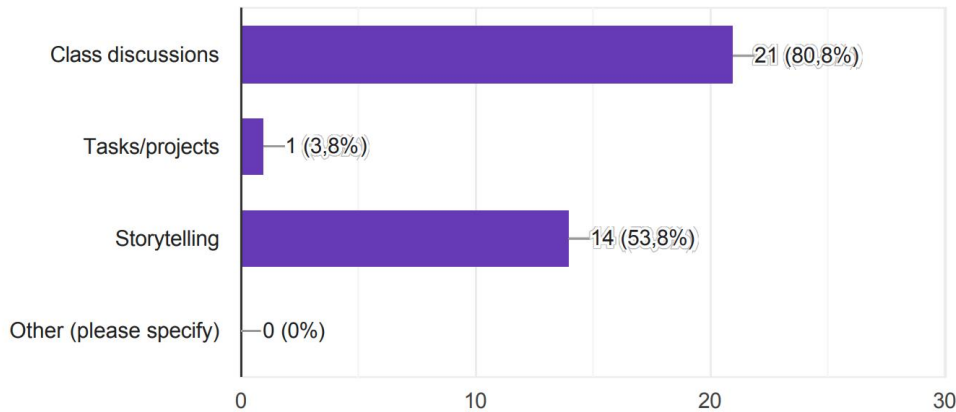
When asked to specify challenges teachers face when addressing the issues, there no given answers about any specific challenges, with except one –reluctance of students to understand the concept – so, the reason for the challenge is beyond the teachers themselves and their knowledge and skills.

Answers to these questions are key to the study and project goals, because they confirm the need to implement training among teachers in order to increase their awareness and skills and to be able to pass on what they have learned to their students. In this way they could

reduce the manifestation of intolerance in general, educating school children from an early age.

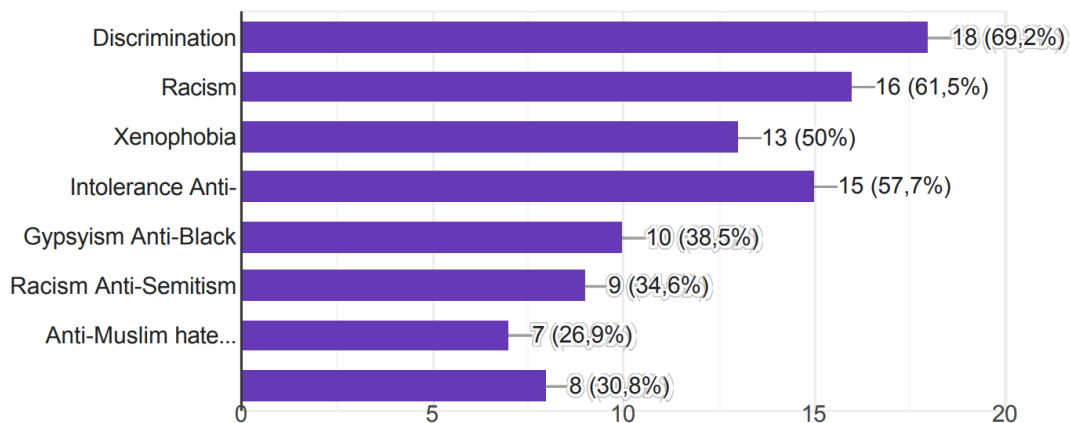
Most used activities to inform students about discrimination, intolerance etc. are as follows:

26 replies



Teachers directly admit that they have no awareness about EU legislation (on all topic majority of respondents is not aware) in the matter and they need additional training as follows:

26 replies



Surveyed teachers gave specific examples what kind of learning they would prefer – seminars and lectures by professionals, specialized tutoring, tailored education and guidelines.

Following general conclusions from the surveys of students and teachers in Bulgaria can be drawn:

- There is a need for awareness raising trainings for teachers and students from an early age.
- The need for education against discrimination, racism and other forms of intolerance stems from the pursuit of social justice, economic development, health and well-being, cultural diversity and the strengthening of democratic values.

- Education in these areas is key to building a society that values and respects differences and guarantees equal rights and opportunities for all its members.

## CROATIA

In order to reach the target groups, Udruga ECHO collaborated with Dječji Forum Samobor (Childrens Forum of City of Samobor) which gathers pedagogy experts. 21 teachers responded to the questionnaire. The answers were collected from six schools from rural and urban area of City of Samobor (Zagreb County).

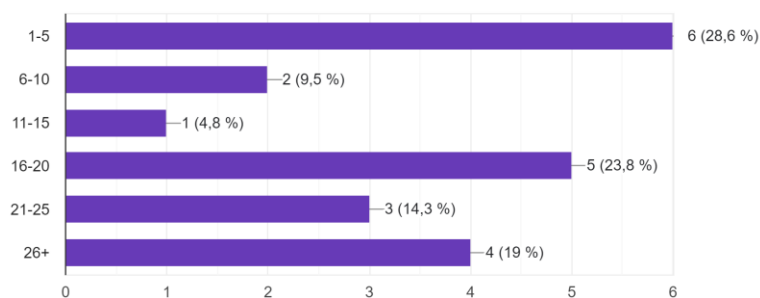
Regarding gender, two respondents were male and 19 respondents were female.

Most of the teachers have age range form 25-30, 41-50 and 51-60 years.

Regarding the experience in teaching, most respondents (28,6%) have only 1-5 years of experience, following by 23,8% which have 16-20 years of experience.

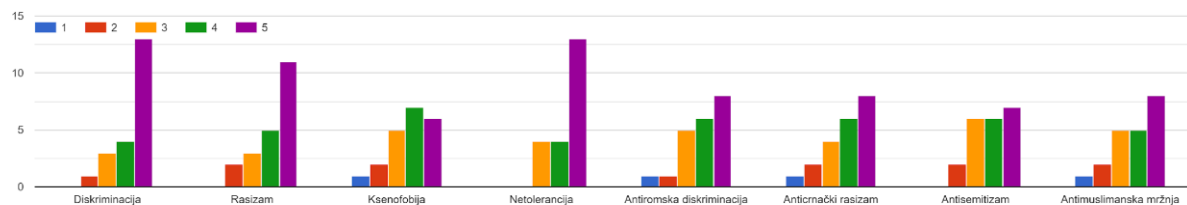
### 3. Godine iskustva u nastavi?

21 odgovor



Teachers are mostly familiar with terms Discrimination, Racism and Intolerance. They are least experienced with the term Xenophobia. As we saw in previous answers from pupils, they are also least familiar with xenophobia and they stated that this term is not thought in schools.

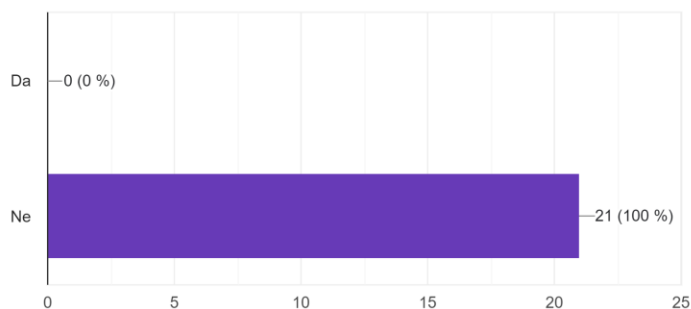
### 4. Koliko ste upoznati sa sljedećim pojmovima (odaberite 1-5, 1 je NIJE MI POZNATO, a 5 je JAKO MI JE POZNATO)



It is indicative to mention that **ALL (100%)** respondents stated that **they did not have any formal or non-formal training when it comes to teaching these topics.**

5. Jeste li prošli bilo kakvu formalnu i/ili neformalnu obuku u vezi s podučavanjem o ovim temama?

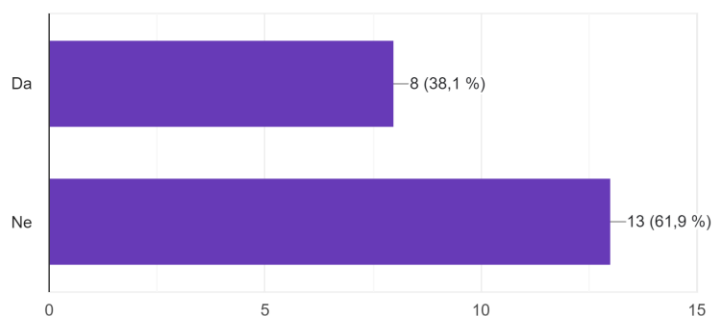
21 odgovor



Over 60% of teachers have never been in a situation where their students rudely insulted members of different cultures (religion, nationality and race).

7. Jeste li ikada bili u situaciji da su vaši učenici grubo vrijeđali pripadnike različitih kultura (prema vjeri, nacionalnosti i rasi)?

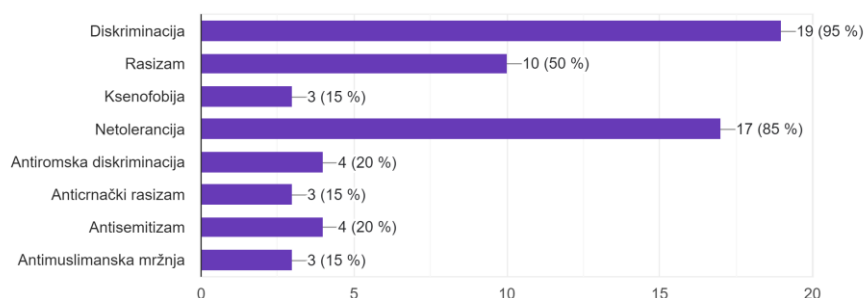
21 odgovor



When it comes to teaching about discrimination, racism, xenophobia and intolerance, majority of teachers stated that they incorporate teachings or debates rarely (not less than once per quarter or not less than once per year). The topics they mostly incorporate are discrimination and intolerance, and least xenophobia, anti-black racism and anti-Muslim hatred. This indicates the **necessity to incorporate these topics in lectures more often**.

9. Ako da, koje teme integrirate u svoja predavanja? (moguć višestruki izbor)

20 odgovora



Teachers mostly use classroom discussions for teaching and informing pupils about these topics (over 80% of respondents).

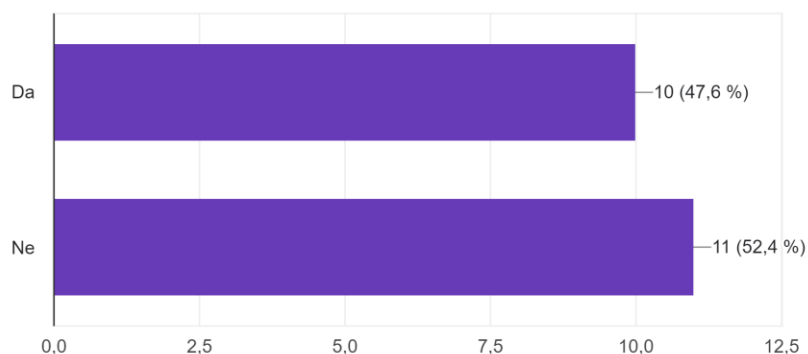
They also use role-play, examples from real life, movies, songs, videos, meditation and debate.

When it comes to behavioural changes within pupils after conducting these lectures, over 50% of respondents stated that they did not witness any changes. 47,6% of respondents who states YES, highlighted the following changes:

- *Pupils are more sensitive to such situations, the subject can be seriously discussed, not just ridicule, they distinguish between humour and ridicule.*
- *They are more tolerant*
- *They pay more attention to the terms they use during the lesson.*
- *From the initial negative attitude, understanding that the attitude has no basis, reason, that it is not one's own, but taken for the sake of a sense of belonging or conformity, compassion...*
- *Pupils who are more prone to change at least show that they understood the content and the message I wanted to convey. They show empathy.*
- *They do not express negative attitudes so openly, and other students reprimand them or ignore them.*
- *Pupils get a different view and understanding of issues and behaviour and correct it.*

11. Jeste li primijetili promjene u stavovima ili ponašanju učenika kao rezultat vašeg poučavanja/informiranja o ovim temama?

21 odgovor

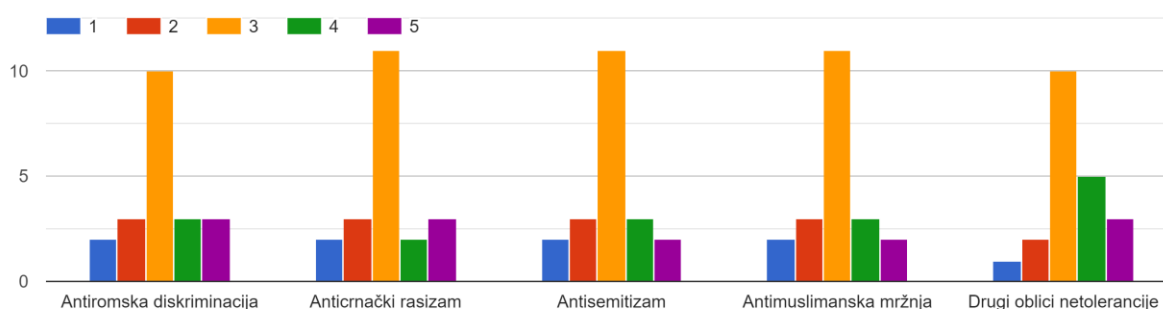


Regarding teachers' confidence in dealing with specific topics such as anti-Roma discrimination, Anti-Black racism, antisemitism, anti-Muslim hatred and other forms of intolerance, most of them consider themselves as less confident.

In addition, when they deal with these issues, majority of teachers mention that they do not experience any difficulties or challenges when discussing with pupils. However, some of them stated that pupils come with predefined attitudes from home.

This indicates the necessity for additional trainings of teachers on these topics in order to make behavioural and attitude changes among pupils.

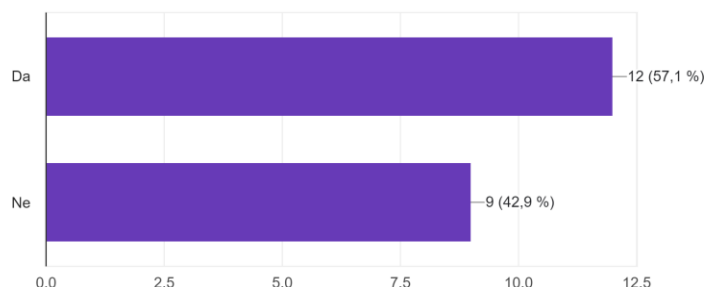
12. Koliko se samouvjereno osjećate u rješavanju sljedećih specifičnih pitanja u svom poučavanju (odaberite 1 do 5, pri čemu 1 znači "Uopće nisam siguran/na", a 5 "Vrlo siguran/na")



57,1% of teachers think that they are supported by the national curriculum in teaching about mentioned topics. However, 42,9% of respondent do not agree with this statement. The curriculum mentions these topics, but as it is visible from previous answers, all of the respondents did not receive any additional trainings from the Ministry of Education and

Science as well as from the Agency for Education in order for them to be competent on teaching such topics.

15. Osjećate li da vas vaš nacionalni kurikulum dovoljno podupire u podučavanju o ovim pitanjima?  
21 odgovor

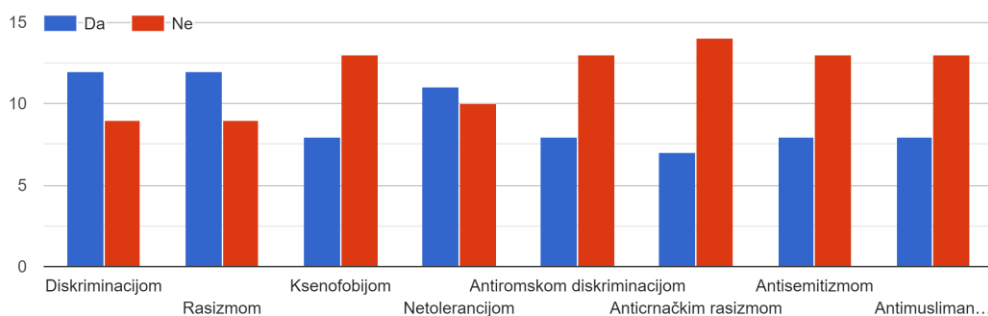


Teachers highlight the necessity of the following support:

- *Some approved materials and books to help to design a class.*
- *Manuals with elaborated topics*
- *Organized visits by experts/members to the specified teaching groups*
- *Civic education in schools, people who are more expert than we are and who will better convey the desired content. Education for teachers.*
- *Unburdening the curriculum of content of a purely reproductive nature*
- *External lecturers and work materials that would approach the topic methodically to the students.*

In addition, teachers are not familiar with policies and legislative of EU on project topics.

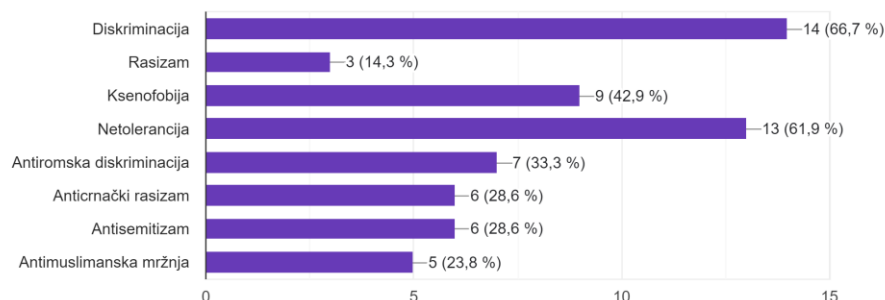
16. Jeste li upoznati s politikama i zakonodavstvom EU-a u vezi s:



In conclusion, over 60% of respondents would like to gain additional non-formal education about project topics, and mostly for teaching discrimination, intolerance and xenophobia.

18. Iz kojih specifičnih područja biste željeli dobiti dodatnu obuku ili podršku? (moguć višestruki izbor)

21 odgovor



## GREECE

The survey was conducted in primary and secondary schools mainly in urban and rural areas of the prefecture of Rethymnon, which is located on the island of Crete in Greece. The economy of Rethymnon (as well as of the whole island) is based on tourism industry during the summer months. The teachers who took part in the survey teach in primary and secondary education and were of all disciplines. It is worth noting that there are refugees and immigrants in school environment or people from minority groups in general.

This questionnaire was answered by **40** teachers. Regarding the gender, 5 teachers were **male (12,5%)**, 34 were **female (85%)** and 1 teacher answered **other (2,5%)**.

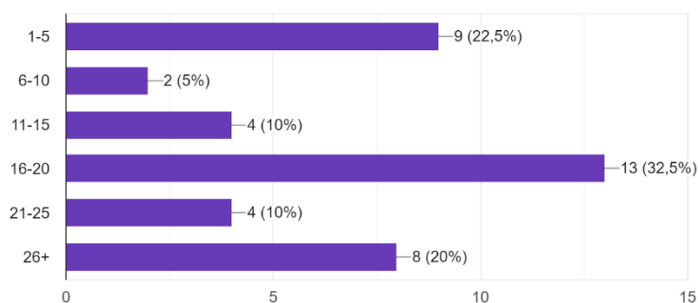
Regarding age group, 4 participants (**10%**) were **25-30** years old, 9 were **31-40** years old (**22,5%**), 13 participants were **41-50** years old (**32,5%**), 13 teachers were **51-60** years old (**32,5%**) and 1 teacher was **61+** years of age (**2,5%**).

As for the teachers' years of experience 9 teachers had **1-5 years** of experience (**22,5%**), 2 teachers had **6-10 years** of teaching experience (**5%**) and 4 teachers had **11-15 years** (**10%**). The majority of participants in this survey (13 teachers, **32,5%**) had **16-20 years** of teaching experience. In addition, 4 teachers (**10%**) answered that they had **21- 25 years** of teaching experience, with 8 participants answering **26+ years** of teaching experience (**20%**).



### 3. Εκπαιδευτική εμπειρία (σε χρόνια)

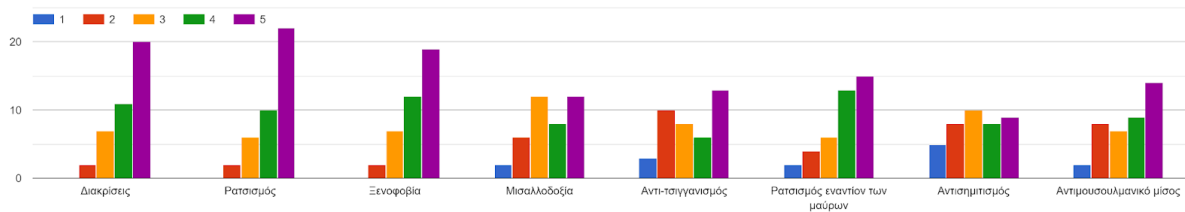
40 απαντήσεις



Participants of this survey stated how familiar they were with the following concepts: Discrimination, Racism, Xenophobia, Intolerance, Antigypsyism, Anti-Black racism, Antisemitism, Anti-Muslim hatred. Teachers answered by choosing a number of a scale from 1 (not familiar) to 5 (very familiar). Regarding the concept of **discrimination**, none of the participants stated **not familiar (1)**, 2 educators answered with number **2**, 7 educators with number **3**, 11 answered with number **4** and 20 of the participants stated **very familiar (5)**. Regarding the concept of **racism**, all participants stated that they were to some extent familiar with the term. Specifically, 2 teachers declared a level of familiarity **2**, 6 teachers declared a level of familiarity **3**, 10 teachers declared a level of familiarity **4**, with the majority (22 teachers) answering **very familiar (5)**. As about the term **xenophobia**, all participants stated that they were to a certain extent familiar with this term. 2 of the participants answered with number **2**, 7 educators answered with number **3**, 12 educators stated a **level 4** of familiarity with the majority of the participants (19 teachers) declaring **very familiar (5)** with this term.

Regarding the term of **intolerance** 2 teachers were **not familiar (1)** with the term, 6 teachers answered with the number **2**, 12 teachers answered with number **3** and 8 educators answered with number **4**. 12 of the participants stated **very familiar (5)**. About **Antigypsyism**, 3 teachers were **not familiar (1)** with this term, 10 teachers answered with number **2**, 8 answered with number **3** and 6 answered with number **4**. 13 of the participants answered that they were **very familiar (5)** with this term. Regarding the **anti-Black racism**, 2 of the teachers stated **not familiar (1)** with the term, with 4 teachers answering with number **2**, 6 teachers answering with number **3** and 13 teachers answering with number **4**. 15 of the participants stated **very familiar (5)**. About the term **Anti-Semitism**, 5 of the participants stated that they were **not familiar with it (1)**. 8 of the teachers answered with number **2**, 10 educators declared a level of familiarity **3** and 8 educators declared a level of familiarity **4**. Finally, 9 of the participants were **very familiar (5)** with the term. Lastly, regarding the term **anti-Muslim hatred**, only 2 of the participants of this survey were **not familiar with the term (1)** and 8 of the participants answered with number **2**. In addition, 7 people reported a familiarity level of **3** and 9 people responded that they had a familiarity level of **4** on this scale. The majority of the teachers (14 teachers) were **very familiar (5)** with the term.

4. Πόσο εξοικειωμένοι είστε με τις ακόλουθες έννοιες (επιλέγεται 1-5, 1 ΚΑΘΟΛΟΥ ΕΞΟΙΚΕΙΩΜΕΝΟΣ/Η και 5 ΠΟΛΥ ΕΞΟΙΚΕΙΩΜΕΝΟΣ/Η)



For the question if they received any formal and/or non-formal training related to teaching about these issues, **62.5%** of the participants (25 teachers) answered negatively, while 15 teachers out of a total of 40 (**37.5%**) answered "Yes".

The 15 teachers that answered yes, also gave details about the type and duration of their training. The types of training were university classes, seminars or other educational programs and the duration of these ranged from a few hours to several months.

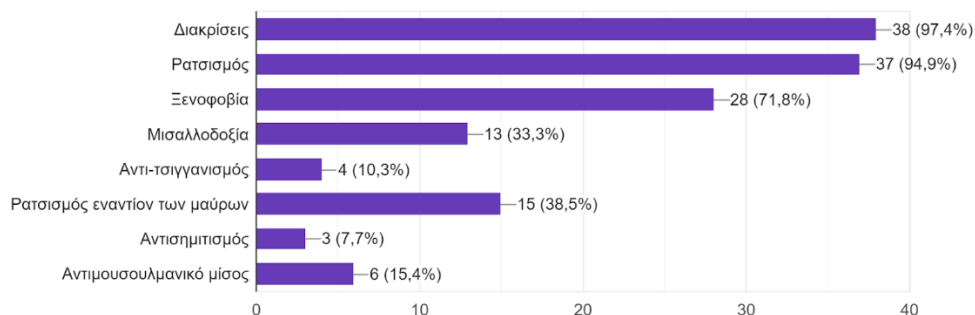
Participants of this survey answered if they have ever been in a situation where their school pupils have been harshly insulting members of different cultures (religion, nationality, and race). **52,5%** of the participants (21 teachers) answered "No" and 19 of the participants (**47,5%**) answered "Yes".

Educators who took part in this survey answered if they incorporated lessons or discussions about discrimination, racism, xenophobia and intolerance into their curriculum. The majority of the educators (24 educators, **60%**) answered **frequently - not less than once per month**, 16 of the participants (**40%**) answered **occasionally - not less than once per quarter** and 1 teacher (**2,5%**) answered **never**.

Teachers who incorporated lessons or discussions about discrimination, racism, xenophobia and intolerance into their curriculum pointed out which subjects or topics they integrated. Regarding the concept of **discrimination**, the vast majority of teachers (38 teachers, **97,4%**) had included it in their discussions. Similarly, a large part of the participants (37 teachers, **94,9%**) stated that the concept of **racism** had been discussed in the educational process. Moreover, there were several participants (28 participants, **71,8%**) who stated that among the subjects they had included in their curriculum was the concept of **xenophobia**. Fewer participants (15 participants, **38,5%**) stated that their discussions included the concept of **anti-Black racism**. In addition, 13 teachers (**33,3%**) reported that they had integrated issues of **intolerance** in their curriculum. Fewer teachers (6 participants, **15,4%**) had included in their curriculum discussions related to the concept of **anti-Muslim hatred**. Meanwhile, 4 of the participants (**10,3%**) answered that in their discussions they had included the topic of **Anti-Gypsyism** and 3 of the participants (**7,7%**) stated that they had integrated the subject of **Anti-Semitism** on their discussions.

9. Εάν ναι, ποια θέματα ή αντικείμενα ενσωματώνετε σε αυτές τις συζητήσεις στο πρόγραμμα σπουδών σας; (πολλαπλή επιλογή)

39 απαντήσεις



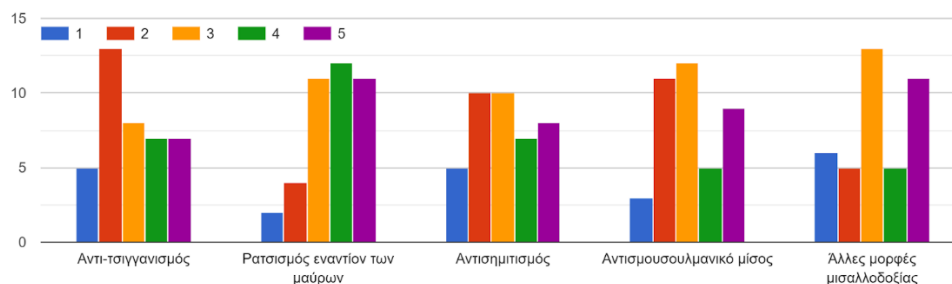
Participants of this survey replied also for the kind of activities they used for teaching or informing pupils on these topics. All of the 40 (**100%**) teachers who participated in this survey stated that they had used the method of **class discussions**. Moreover, 31 participants (**77,5%**) stated that they applied **storytelling** for teaching their students about discrimination, racism, xenophobia and intolerance. In addition, 15 teachers (**37,5%**) used **projects or assignments** to inform and teach their students and 6 participants (**15%**) responded “**other**”. Then teachers specified the different ways they used to teach and inform their students about the above-mentioned issues, with most of them mentioning that they used the dramatization method as well as various forms of artistic expression (cinema, music, theatre, puppetry, videos, books, visual arts).

Educators who participated in this survey answered if they had observed any changes in student attitudes or behaviors as a result of their teaching and informing on these issues. **85%** of the teachers (34 people) answered positively with only 6 teachers (**15%**) answering “No”. Participants who answered “yes” gave a brief description of their observations. Several teachers noticed changes in their students' mindset and an increase in their awareness of discrimination issues. At the same time, feelings of concern from students about the integration of people of different cultures into society were also observed. Teachers also observed improvement in students' behavior, increase in respect for people “different” from them and reduction of verbal violence towards people of different origin. Also, some teachers witnessed their students expressing their opposition and disapproval towards students who displayed racist behavior. In addition, some teachers noted the contribution of organizing pupils into groups (for example in the context of certain activities) to reduce discrimination. Finally, some teachers expressed their doubts about the elimination of stereotypes and the role of family environment in their creation.

Participants of this survey replied about their level of confidence in addressing the following issues in their teaching: Antigypsyism, Anti-Black racism, Antisemitism, Anti-Muslim hatred and other forms of intolerance. Teachers answered by choosing a number of a scale from 1 (“Not confident at all”) to 5 (“very confident”). Regarding **Anti-Gypsyism**, 5 teachers **were not**

**confident at all (1)** in addressing this issue, 13 issues answered with number **2**, 8 teachers answered with number **3**, 7 teachers answered with number **4** and 7 teachers answered, **“very confident” (5)**. About **anti-Black racism**, 2 participants stated that they were **“Not confident at all” (1)**, 4 participants reported a level of confidence **2**, 11 teachers reported a level of confidence **3**, 12 teachers answered with number **4** and 11 teachers answered, **“very confident” (5)**. Regarding the issue of **Anti-Semitism**, 5 teachers were **“not confident at all” (1)** in addressing it in their teaching, 10 participants chose number **2**, and 10 participants chose number **3**. Of the teachers who took part in the survey, 7 teachers indicated a confidence level of **4**, while 8 responded **“very confident” (5)**. Regarding **anti-Muslim hatred**, 3 teachers said that they were **“not confident at all” (1)** in including this issue in their teaching, 11 participants answered with number **2**, 12 participants answered with number **3**, 5 teachers reported a level of confidence **4** and 9 teachers answered, **“very confident” (5)**. Finally, regarding **other forms of intolerance**, 6 teachers answered, **“not confident at all” (1)**, 5 participants selected number **2**, 13 participants chose number **3**, 5 teachers chose number **4** and 11 teachers answered, **“very confident” (5)**.

12. Πόσο σίγουροι αισθάνεστε για να συμπεριλάβετε τα ακόλουθα συγκεκριμένα θέματα στη διδασκαλία σας (επιλέξτε από το 1 έως το 5, με το 1 να σημαίνει "Καθόλου σίγουρος/η" και το 5 να σημαίνει "Πολύ σίγουρος/η")

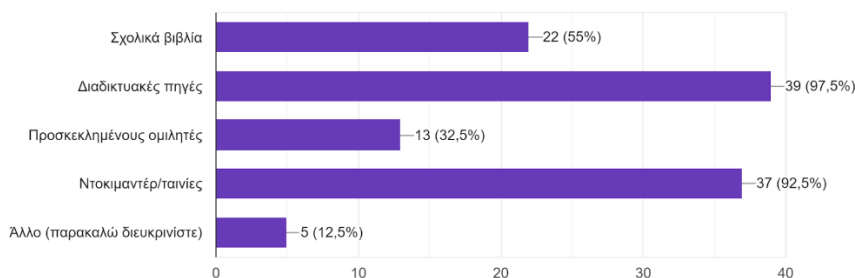


Participants of this survey reported about any specific challenges they faced when addressing these issues in the classroom. 21 teachers (52,5%) answered “Yes” and 20 teachers (50%) answered “No”. Teachers that answered “Yes” described these challenges and it can be concluded from their answers that the main challenge they face when introducing issues related to discrimination, is the **stereotypes that children have embraced from their family context**. According to the participated teachers, bigotry within the family is imprinted in children’s minds, resulting in the adoption of such practices. Some teachers are even concerned about pupils’ parents’ reactions in case of discussions related to the above issues in class. Some teachers also expressed concern about the start of incidents (for example verbal) between students. Other challenges mentioned were children’s lack of knowledge about these issues and the possible indifference of students to these important social issues. The reluctance of minority groups to change was also mentioned as a challenge.

Teachers who participated in the survey, answered regarding the resources that they utilized to teach about discrimination, racism, xenophobia, and intolerance. The vast majority of

participants (39 teachers, **97,5%**) said that they used **online resources**. In addition, **92,5%** of the participants (37 people) used various **documentaries and films** as a source of information. **55%** of the participants (22 teachers) answered that they use the **textbooks** as a teaching source. In addition, 13 teachers (**32,5%**) reported that for speaking about discrimination, racism, xenophobia and intolerance they called **guest speakers**, competent on these issues. Finally, **12,5%** of the participants (5 people) gave the answer “**Other**”. From the clarifications given by the teachers about the sources, it can be concluded that teachers used extracurricular books (fairy tales, literature), art forms (visual arts, theatre, painting) and Christian teachings as a teaching source. At the same time, they used members of the community as well as material from organizations specializing in discrimination and racism (for example the United Nations High Commissioner for Refugees).

14. Ποιες πηγές χρησιμοποιείτε σήμερα για τη διδασκαλία σχετικά με τις διακρίσεις, τον ρατσισμό, την ξενοφοβία και τη μισαλλοδοξία;  
40 απαντήσεις



Teachers replied if they feel adequately supported by their national curriculum in teaching about these issues. Of the participating teachers, 11 (**27,5%**) responded that they felt adequately supported, while 30 teachers (**75%**) responded negatively. Participants that answered “No”, replied on what additional support would be helpful. Firstly, several of the participating teachers stressed the **necessity of training programs** (seminars, speeches by experts), in order to train teachers themselves and students on the previously mentioned issues. Another proposal for additional support is inclusion of subjects dealing with issues of racism, xenophobia and discrimination in school curricula and updating of existing textbooks with up-to-date data, evidence and practices on these issues. In addition, for additional support, it is suggested by teachers to have access in materials (videos, online resources) that discuss these issues and suggest ways of dealing with them. Finally, some of the participants suggested the possibility of carrying out experiential activities aimed at reaching out to social groups who face discrimination.

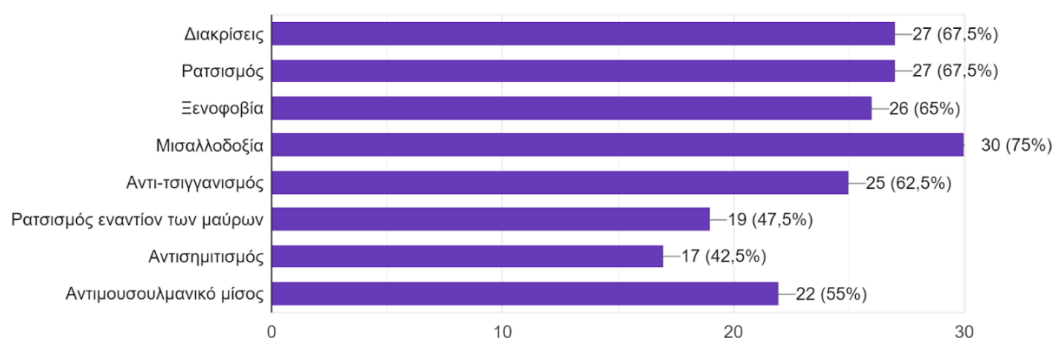
Teachers who filled in the questionnaire, also replied if they were aware with EU policies and legislation regarding: discrimination, racism, xenophobia, intolerance, antigypsyism, anti-black racism, anti-semitism, anti-muslim hatred. Firstly, regarding **discrimination**, 20 teachers answered “Yes” and 20 teachers answered “No”. Secondly, 21 participants were aware of EU policies and legislation about **racism** and 19 participants were not. Regarding the policies about the issue of **xenophobia**, 19 teachers stated familiar with them, with 21 teachers

answering “No”. About policies and legislation regarding **intolerance**, 9 participants were aware of them, with the majority of the teachers of this survey (31 teachers) answering “No”. In addition, fewer were the teachers (6 in total) that were familiar with EU policies about the issue of **anti-Gypsyism**. 34 teachers were not familiar with them. Regarding awareness about **anti-black racism** legislation, 12 participants answered “Yes” and 28 participants answered “No”. Even greater was the difference about awareness of participants regarding the **anti-Semitism** policies in the EU, with 8 teachers answering “Yes” and 32 teachers answering “No”. Finally, regarding the EU legislation about the **anti-Muslim hatred** issues, 9 participants stated familiar with them, while 31 teachers stated not familiar.

Participants of this survey answered about their interest in receiving further non-formal training related to teaching about these issues. The vast majority of the participants (39 teachers, **97,5%**) answered that they were interested, with only one teacher (**2,5%**) answering “No”.

Teachers that participated in this survey were asked to select those areas in which they would like to receive more support and training. 27 participants (**67,50%**) were interested about **discrimination**. The same number of teachers (27 participants, **67,5%**) were interested about the area of **racism**. 26 participants (**65%**) stated that they would like to receive more support about **xenophobia**. In addition, 30 teachers (**75%**) would like further support for the issue of **intolerance** and as about the issue of **antigypsyism**, 25 of the participants were interested (**62,5%**). Meanwhile, regarding **anti-Black racism**, 19 teachers (**47,5%**) would like to receive further support and training and regarding the issue of **antisemitism**, 17 of the participants (**42,5%**) stated interest. Finally 22 teachers (**55%**) were interested about the area of **anti-Muslim hatred**.

18. Σε ποιους συγκεκριμένους τομείς θα θέλατε να λάβετε περισσότερη κατάρτιση ή υποστήριξη; (πολλαπλή επιλογή)  
40 απαντήσεις



Some of the participants shared further information about their experiences, challenges, or suggestions regarding teaching about discrimination, racism, xenophobia, and intolerance. Three of the participants highlighted the importance of the experiential method for approaching such phenomena. At the same time, one teacher pointed out that in order to

change children's way of thinking about discrimination issues, apart from school, **the family environment is a key factor**. In addition, a teacher stated the lack of training of their profession on discrimination or racism issues and the consequent weakness in teaching these issues to children, while also expressing the challenges that teachers often face when bringing these issues into the classroom for discussion. Finally, one of the participants stated that through the teaching of religion, children will develop virtues such as respect, love and acceptance of diversity.

### **Conclusions**

- Participating teachers reported a **medium to high degree of familiarity** with the concepts listed.
- The training that the participating teachers had received on discrimination issues was basically in the form of seminars and university courses.
- The vast majority of teachers stated that they included discrimination issues in the curriculum (frequently or occasionally) mainly through **discussions and storytelling**. The prevalent themes were: Discrimination, Racism, Xenophobia.
- A large majority of participants observed positive changes in children's behavior after being taught about discrimination.
- The sources that teachers use to teach the above issues are mainly **online resources and documentaries/films** as well as various forms of art.
- Most teachers do not consider the state's support for teaching racism and discrimination issues to be sufficient and suggest **additional support** through **seminars, updated educational material** and especially through **experiential activities**.

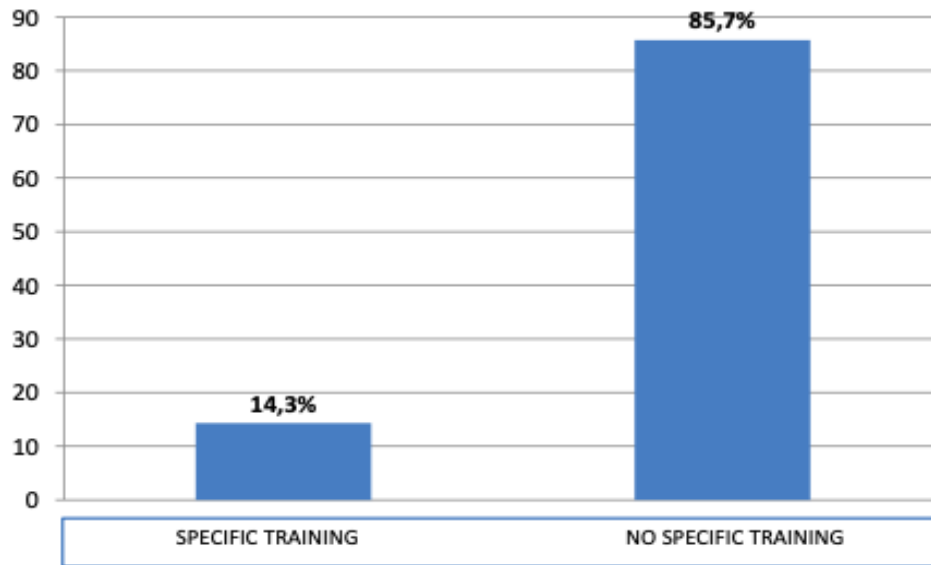
The vast majority of participants said they would like **additional training**, mainly in the areas of: **Discrimination, Racism, Xenophobia, Intolerance, Antigypsyism**.

### ITALY

28 teachers answered the questionnaire, of whom 25 were female and 3 male. The gender imbalance in the profession is attributed to long-standing stereotypes associating teaching with women. Add to this the fact that flexible working hours in teaching mainly attract mothers, which further contributes to the gender gap.

Italy is the western European country with the highest number of female teachers, on a part with former Soviet bloc countries such as Latvia, Lithuania, Bulgaria, the Czech Republic and Slovakia, Romania and Hungary. Feminisation of the teaching profession is a growing phenomenon: 81.5% of teachers in state schools are women (768,667 out of 943,681). 99% of permanent teachers in pre-school are women. 96% of teachers in primary schools are women.

## Training



### Incidents of intolerance at school by boys and girls

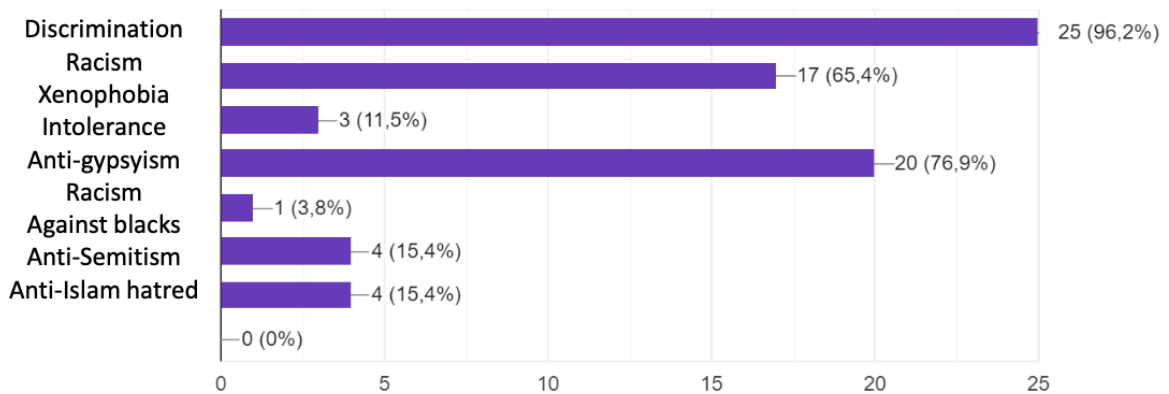
- 21.4 % of the sample analysed had encountered situations in which pupils at the school had harshly insulted members of different cultures (religion, nationality and race)
- 78.6 % of the analysed sample reported never having witnessed such incidents

### Proposed school activities related to topics on various forms of intolerance

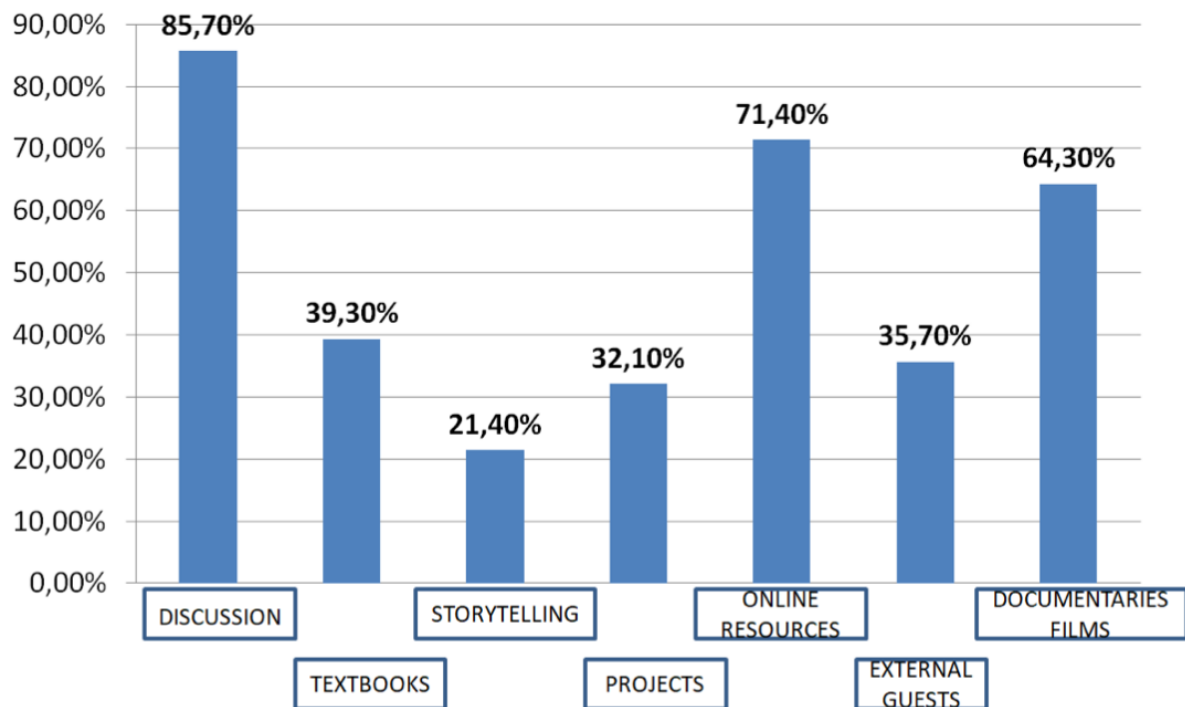
53.6% of teachers conduct lessons or discussions on discrimination, racism, xenophobia and intolerance in the curriculum at least once a month. 39.3% once a term (a total of two times during the school year) and 7.1% do not include these topics in school activities. The data show that much more still needs to be done to promote a culture of acceptance and that schools can and must do more, offering the tools to read the complexity of contemporary reality and educational opportunities to experience the value of diversity. Not only on World Anti- Racism Day but every day we can promote a context where we can learn to live with the other.

### Integrated topics in the curriculum





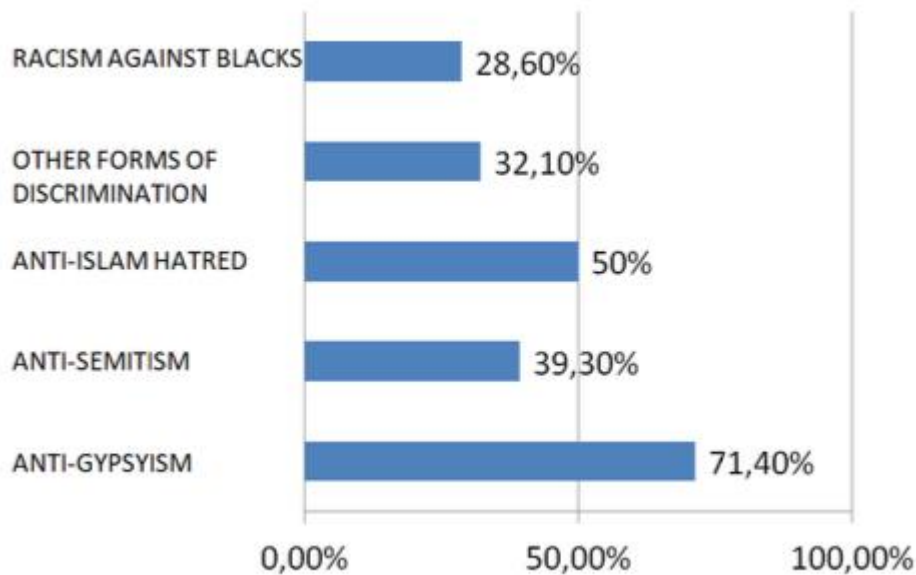
### Methodologies and tools used



### Observed changes in pupils' behaviour

- 71.4% of the teachers interviewed observed changes in students' attitudes or behaviour as a result of teaching/information on these issues
- 28.6% did not observe any change

The teachers note that when there is consistency in addressing these topics in class, pupils become more sensitive to all forms of discrimination, learn fast gender language, are willing to defend the weaker and often point out mistakes and prejudices to their parents. There is an awareness on the part of both teachers and pupils that they do not feel confident enough in dealing with certain specific topics relating to various forms of intolerance. For the different topics of the survey, the percentages are shown in the table result.

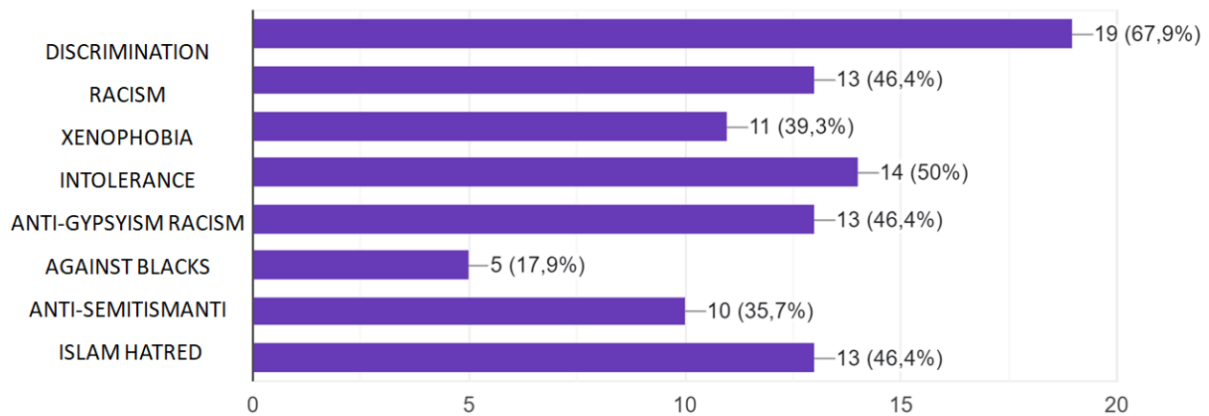


### Challenges in teaching-learning

The challenges that teachers face when discussing these issues with pupils are to be found in the difficulty to break down prejudices and preconceptions coming from the families of origin. In the lack of adequate support from national programmes for 64.3%. In the awareness of having limited competence with regard to EU policies and legislation on discrimination, racism, xenophobia, anti- Semitism, anti-Islamic hatred.

### Training request

Teachers for 87.7% of the sample require more training or support with a fairly even distribution with respect to specific topics.



#### IV. CONCLUSIONS

According to the surveys conducted in the project countries during the period May-June 2024 and the respective answers provided by the teachers, the following general assumptions can be identified:

- Teachers in all participating countries seem to be familiarized to a satisfactory degree with the terms of discrimination and racism. They are less familiar with the terms intolerance and xenophobia as well as anti-gypsyism, anti-black racism, anti-Semitism and anti-Islam hatred.
- The training that the participating teachers had received on discrimination issues was limited and basically in the form of seminars and university courses.
- A large majority of participants observed positive changes in children's behavior after being taught about discrimination. However, the family environment and relevant perceptions on the issues remains the most challenging factor when discussing about these subjects in class.
- Most of the teachers lack knowledge on EU legislation and policies on the relevant issues.
- The vast majority of teachers stated that they include discrimination subjects in the curriculum (frequently or occasionally) mainly through **discussions and storytelling**. The prevalent themes are: discrimination and racism.
- Most teachers do not consider the state's support for teaching racism and discrimination issues to be sufficient and suggest **additional support** through **seminars, updated educational material, videos and online resources** and especially through **experiential activities** aimed at reaching out to social groups who face discrimination.